

Project Title: An Integrated Coaching Framework for Academic Leaders

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Mission Area: Faculty/Leadership Development

Background and Significance: Academic chairs are hired into leadership positions based largely on their academic accomplishments. Being a world-renowned research scientist, educator, advocate, or master clinician does not necessarily correlate with being an excellent leader. Leadership skills must be continuously honed, developed and cultivated. During the trajectory of a chair's career, there are pivotal stages where leadership coaching can help establish, correct, or support their individual, unique leadership journey.

Purpose/Objective: To create a leadership development coaching framework for academic chairs that is transparent, aligned with institutional values, and harmonious with health system leadership initiatives.

Methods/Evaluation strategy: The following steps were/will be implemented: 1) *Perform a needs assessment*; 2) *Map desired state*: determine the pivotal stages during a chair's tenure; 3) Consult with collaborators and leadership to *develop a conceptual framework for the role of the chair*; 4) *Develop and map 360 core competencies and associated skills*; 5) *Receive and respond to feedback*; 6) *Finalize instrument, coaching packages, and implementation process*; 7) *Implement* in late 2023; 8) *Evaluate impact* and iterate.

Outcomes/Results: Twenty chairs (80%) and additional executive leaders were interviewed. *Identified themes* included lack of clarity on "what's next", no utilization of 360 coaching, and no utilization of 360s by basic science department chairs. Leadership coaching and a mid-way review would be valued. The *desired state* included coaching and development at four distinct pivotal stages: onboarding, the mid-way point, the formal five-year review, and annual reviews with the Dean. Proposed *expectations for the chair role* are to: 1) develop and effectively articulate vision; 2) inspire people above, below, and beside to follow the vision; 3) garner resources to implement the vision; 4) deploy resources to implement the vision; 5) celebrate successes, acknowledge and learn from failures. *Nine leadership competencies* were developed and mapped to the chair expectations and leadership behaviors of the health system: Develops and Communicates Vision, Maintains Growth Mindset, Develops and Empowers Others, Drives Results, Cultivates Trust, Manages Self, Manages Conflict, Champions Equity, Diversity and Inclusion, Fosters Joy in Work. Feedback on competencies is underway. Next steps are to select three items per competency, and up to five "derailer behaviors" for the final 360 tool. A *milestone-based coaching proposal* has been drafted to include base packages tailored for each pivotal stage, with the ability to add optional enhancements such as personality assessments, key informant interviews, and additional coaching. The goal is to develop process documents and pilot implementation at the next five-year department review in fall, 2023.

Discussion/Conclusion: Leadership development does not end at the highest levels of leadership. Designing a development strategy that is nuanced enough to address the different stages of a leader's career trajectory can be accomplished with an integrated coaching framework. If well received, there is potential to expand this framework to leaders at all levels.